



# Thomas Mills Sixth Form

## Prospectus 2022/2023





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We are confident  
that your bright  
future starts here.





# Welcome to Thomas Mills Sixth Form

This prospectus contains information about Thomas Mills Sixth Form, its courses and application procedures. We hope that it will encourage you to find out more about the opportunities that we offer. Although it may be some time yet before you make the transfer, you will already be giving careful thought to whether the Sixth Form is the right next step for you and, if so, what kind of course will best suit your interests and needs.

We are proud of the achievements of our Sixth Form and in particular of the very positive contribution which sixth form students make to the life of the school as a whole. We do hope that you will wish to continue this tradition. Education is not only about enriching yourself, it is also about sharing the benefits of your education with others.

We are pleased that the standards achieved by our Sixth Form have proved to be firm foundations for success in later life, both in higher and further education and the world of work.

Our students are drawn from a very wide area and come to us with a variety of abilities and aspirations. Any prospectus can only give a general impression of the opportunities in such a busy and complex institution and you may have specific questions which are left unanswered. We do assure you that we will be pleased to answer any such questions, either within the application and interview process or by means of a telephone call or appointment.

## Who can join the Sixth Form?

To begin Sixth Form courses, we would expect students to have achieved a minimum of 4 GCSEs at Grade 4 or better. For courses leading to A Level qualifications, if students have studied the subject at GCSE, we ask them to have at least a GCSE Grade 5 in the subject. For some A Level qualifications, with a significant level of mathematical assessment incorporated within the qualification, a minimum GCSE grade may be specified.

Students will have the opportunity to follow enhancement courses to provide a broader educational experience and preparation for higher and further education, employment and citizenship.

We are confident that your bright future starts here.

We look forward to meeting you at one of our Sixth Form Open Evenings.

**Andrew Cann**  
Head of Sixth Form







# Your future starts here

The Sixth Form at Thomas Mills High School is open to all who wish to attend it and, indeed, students from a wide variety of backgrounds and schools beyond Framlingham join us each year. We provide opportunities for the full ability range, are proud of our reputation and results, and hope that this information will encourage students to want to find out more. Planning a sixth form education needs careful thought, and therefore we have a curriculum structure that provides every sixth former with a stimulating and exciting educational experience and an impressive breadth of extra-curricular activities and opportunities.

Thomas Mills Sixth Form offers a wide range of courses. Some courses have specific entrance requirements and others are more flexible. For Advanced Level courses, we would expect students to have achieved a minimum of 4 GCSEs, preferably at grade 5 or above in any subject they wish to study at Advanced Level. Other courses leading to nationally-recognised qualifications are also available. One example is the Extended Project Qualification that allows students to undertake research in an area that particularly interests them, as well as preparing them for undergraduate study. In this way, we aim to provide our sixth formers with a flexible choice of courses and the broadest possible education.

Our bespoke approach to timetable provision means that we are normally able to accommodate most combinations of choices. Arts, Sciences, Social Sciences and Languages can all be combined so that individual students are able to follow courses best suited to their needs, interests and talents.

We have over 70 years' proven experience as a successful centre of sixth form teaching in Framlingham, first as a grammar and then as a comprehensive school. Since 1979 over 5000 students have passed through our Sixth Form, with a high proportion proceeding to undergraduate study or apprenticeships. We allow students to develop their own interests and aptitudes in an environment that encourages self-discipline and personal organisation. Students are treated as young adults with privileges and responsibilities but can still draw on a strong system of pastoral support to guide them through their education.

# Benefit from opportunities

Sixth formers are very much part of the school. Challenging opportunities exist for involvement in many areas of school life, not least through the positions of Head Boy and Girl, the house system, peer mentoring and our community service scheme. All these possibilities create chances for students to assume responsibility, develop leadership skills, show initiative and provide a service to the school and wider community. As such, they are important aids to personal development outside the purely academic – and rewarding ways to extend the Sixth Form experience.

Thomas Mills Sixth Form is a chance to make new friends. One focus is the Common Room but there is also a whole host of formal and informal events organised by the Sixth Form, such as the Leavers' Ball. The atmosphere encourages easy mixing, whatever a student's background or former school. We are keen to promote social activity and interaction as important facets of sixth form life.

Sixth formers can take part in numerous individual and team sports. Our range of sporting activities and fixtures provides a breadth of opportunities for students of all abilities, from those who wish to keep fit using the fitness suite to those who are committed sports players.

Students from the Sixth Form regularly obtain recognition at County and National levels. Drama and Music are among the Arts areas that offer chances to be involved in school life in a creative and lively way. Sixth formers play a prominent role in annual productions - acting, in the band and backstage. This gives many students an introduction to the world of theatre and the media.

The school is proud of its outstanding musical reputation. Its range of orchestras, ensembles, groups and choirs provides opportunities for students of all musical abilities. Concerts and performances are held throughout the year in both formal and informal settings. There have been many successful music tours over the years to various European venues such as Prague, Ypres, The Black Forest and Tuscany. Instrumental and vocal tuition is available for a modest charge. Various ensembles and bands are a regular feature of Sixth Form life for those who wish to be involved in making music.








**Meet Ethan**

**Sports Journalist, runner  
and aspiring PE teacher.**







‘What I have valued are the relationships and ‘friendships’ developed with teachers as you progress through the school.’

A serious runner, Ethan has been a key sporting member of the Sixth Form. His enthusiasm for all things sporty has proved infectious amongst his peers; he is an excellent role model to younger pupils and he was largely responsible for his House doing so well in the Inter-house Sporting Challenge which took place during lockdown. A former sports journalist, whose claim to fame is playing football with Sergio Agüero, Ethan aspires to be a P.E. teacher after university.







# Our Facilities

We are incredibly proud of the facilities on offer to our pupils and staff. When you study at Thomas Mills Sixth Form you really do benefit from the creative environments spread across our grounds. With a real campus feel, we have acres of green space for our students to excel in, whether its playing sport or simply enjoying the outdoor seating areas and gardens.

The school has a purpose-built Sixth Form Centre. Each student has access to the school's networked IT system. Seven designated computer rooms are linked to the suite of computers in the School Library. Internet, email and multi-media facilities are available to all students for teaching and research purposes.

The Library and study areas in the Sixth Form Centre are ideal environments for studying, career planning and general reading. The Careers Area has extensive reference material to enable students to develop their higher education and employment plans and, ultimately, progress onto the right career path.

Thanks to the support of The Framlingham Foundation, alongside our excellent team of Music Teachers we provide the next generation of musicians with first class facilities to show case their talents.



## An outstanding library



“

I studied A Levels in Maths, Economics, and Business at Thomas Mills, having been a pupil since Year 7. I went on to study Economics at City, University of London. I gained a first and followed my chosen career in transport logistics, working for Go-Ahead Group, where I've become an expert in Network Planning, specialising in electric vehicle scheduling, using the data analysis techniques I learned at university. My area of focus is London, however I occasionally assist our sister companies in other parts of the UK, as well as in Singapore and Australia.

Adam Mugliston

”

“

I left Mills in 2016 after going from year 7 all the way through to sixth form. I cannot emphasise enough just how influential both my education and the people at TMHS have been to my career and as a person. I studied English Language, Literature, Business Studies and Religious Studies at A Level - all areas that have really helped me grow as a journalist. Working freelance, it's important to be ethically aware, as well as marketing yourself. My Head of Year always pushed me well beyond what I thought I could achieve and encouraged me to study Sports Journalism at the University of Brighton. Since completing my degree with a first, I have returned to Suffolk to become a Sports and Breakfast Show Producer for BBC Radio Suffolk.

Connor Bennett

”

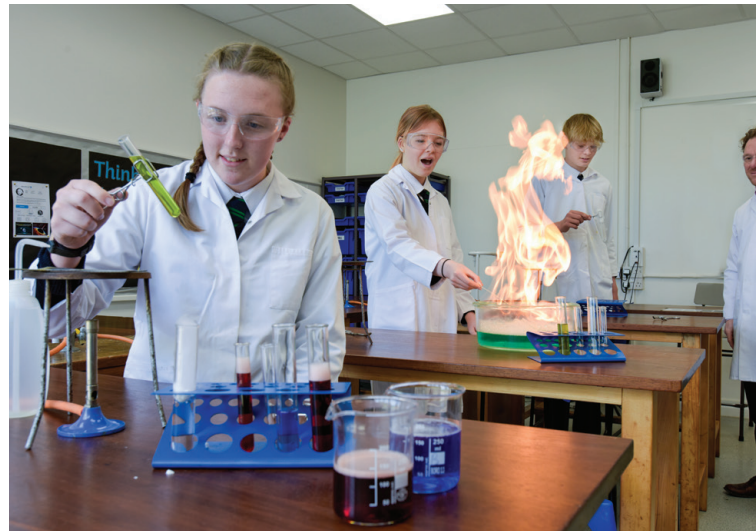
## Superb sporting facilities



**First-class  
performance spaces**



## Green and **spacious** campus



## **Modern** learning spaces

Education is  
not only about  
enriching  
yourself, it  
is also about  
sharing the  
benefits of  
your education  
with others.



# Life after Sixth Form

Sixth formers from Thomas Mills succeed.

Every year some 80% of our Upper Sixth move on to Further or Higher Education at universities and colleges throughout the country.

There is a very strong Oxbridge tradition and we also successfully support students in their applications for a wide range of courses from medicine to graphic design, engineering to art, leading to successful employment in their chosen careers.

We maintain close links with our former students and are proud of their achievements. The Thomas Mills High School Alumni Association exists to help former students keep in touch with developments within the school.

In short, at Thomas Mills Sixth Form we expect all our students to reach their full potential.



“

At Thomas Mills I studied English Language, Geography and Business Studies at A Level and went on to study International Business with a professional placement year at the University of Sussex. My placement year was at a record label which helped me build contacts to work in music. My current role is Editorial & Programming Manager, UK for Vevo, promoting and playlisting music videos across our network.

Becky Thomas

”

“

I studied Maths, Physics and I.T. at Mills for A Level. When I finished, I joined a UK-based flight school to train to be a commercial pilot, training in the UK, New Zealand and Spain. I finished my training in January 2020, (just before Covid halted the travel industry) so finding a job was impossible. Undaunted, I set up a company called Auctus Design, which is a social media marketing company for other businesses and influencers.

Sam Cooke

”

“

From Thomas Mills High School I went to the University of Lincoln, achieving a 2:1 in BSc Sports Development and Coaching while volunteering for Lincoln City Football Club with their U18 side. I then went on to do a MSc in Sports Performance Analysis at the University of Chichester while working for Brighton & Hove Albion Football Club's Academy for a season. Once I achieved my Masters degree, I began a year-long contract at Norwich City Football Club, before getting a role as a Performance Analyst for Tottenham Hotspur Football Club. I work with the First Team providing Opposition Analysis, Data Analysis, Post Match Analysis and Training Analysis, and use video and data to improve sports performance.

Calum Johnson

”

“

I attended Thomas Mills Sixth Form between 2001 and 2003, where I studied English Language, English Literature and Religious Studies at A Level, and History to AS level. I have very fond memories of the wonderful teachers who seemed to know everyone's name, regardless of whether they taught them or not (and that warmth and effort really stayed with me and influenced my own practices when dealing with people in my professional life).

Amy Clarke

”

“

At Thomas Mills High School I studied A Level Mathematics, Geography and Music, as well as Physics to AS Level. Since leaving TMHS I have worked with my father making bespoke oak kitchens and furniture, running the family business myself for the last 3 years. During my time at TMHS I was a keen member of the music department, playing piano and percussion. This was very helpful in my development as a musician and has led to me playing semi-professionally in orchestras and theatre pits as well as being part of several local bands.

Robert Lockwood

”

“

I studied science-related A Levels at Thomas Mills from 1994-1996, then went on to get a BSc in Marine Biology and Coastal Ecology at Plymouth University, and a MSc in Marine Mammal Science at Bangor University, N. Wales. Currently I'm working for a marine consultancy in Gloucester while studying for a second BSc in Web Development with the Open University, and in my spare time I write and publish science fiction novels.

Kate Llewellyn

”

“

Chemistry, Physics, Maths and Art A Level. After Thomas Mills, I went to the University of York and studied Chemistry. I then went on to do a PhD at the University of Sheffield in the evolution of enzymes. My PhD involved trying to determine the changes made in nature and how they can be applied to crops for a changing environment. After my PhD, I took a research position at the University of Nottingham where I worked with researchers across Europe to use food waste to produce chemicals for industrial uses such as pharmaceuticals and cosmetics.

Dr Nicholas R Moody

”

“

On completion of Chemistry, Physics and Maths at TMHS I studied for a Master of Chemistry degree at the University of Sheffield. During my undergraduate years I gained experience in X-ray Crystallography, motivating me to apply for PhD studentships at The University of Sheffield. Following completion of my PhD I continued my research career at the University of Sheffield as a post-doctoral research associate. My PhD and post-doctoral work focuses on the design, synthesis and analysis of new porous materials for gas storage applications, carried out at the Diamond Light Source synchrotron in Oxfordshire.

Thomas Roseveare

”






# Meet Ellie

## Historian, painter and future world leader.

When asked to describe herself, Ellie wrote: 'Historian, painter and future world leader.' She has been a true force of nature during her time in Thomas Mills Sixth Form. A keen debater, she has relished the opportunities for discussion that smaller A Level classes have afforded her. Her love of literature and fascination with world history have been much in evidence in her studies and key factors in her decision to study History at Cambridge.







‘My experience of Thomas Mills was brilliant thanks to the extensive support and thorough teaching provided by the staff, making taking the next step towards university easy and enjoyable.’



# Making your Choices

## How does it work?

Each student makes an initial choice of subjects or courses during Year 11, and revises it after GCSE results are known. The Sixth Form Team constructs a bespoke timetable based on student choices.

All Advanced Level applicants will be required to follow a minimum of three A Level courses in the LVI. Most students will be required to follow four courses. Opportunities do exist for some students to follow five courses. On the application form students will be asked to prioritise their choices. Priority will be given to the first three choices when constructing the sixth form timetable. The fourth choice will only be possible subject to combinations working and the resourcing being available to staff and fund the extra course. Students who do not attain a suitable standard in the first year may not be allowed to begin the second year of A level study in a subject.

“

At Thomas Mills I've always been offered the best support for whatever I have chosen to pursue. The regular guidance I've been given with regards to applying for medicine has been essential to my successful application.

Grace Alvis

”

Progress is reviewed regularly, with the assistance of the student's tutor.

## Study in the Sixth Form

Sixth Form study will differ in a number of ways from what students have been used to. The main difference will be the greater individual responsibility of students to organise their own work. Students will have some supervised study periods in school in order to learn how to use study time effectively. Resources will be available for self-study in the School Library and Resource Centre and in the Sixth Form Centre.

## Reports

Academic progress, approach towards work and contribution to the wider life of the school are reported to parents regularly. Parents' Evenings are also held to discuss student progress.



# Meet our Team

Mr. Cann, as Head of Sixth Form, leads a team of staff whose principal responsibility is to help ensure that each student fulfils his/her potential. Mrs Goodwin and Mr Chittock, Deputy Heads of Sixth Form, assist Mr Cann in his general responsibilities. In addition, every student will be assigned to a Sixth Form Tutor. Students will work with their tutors to ensure that their course is proceeding satisfactorily.

Tutors will:

- help students to monitor their skills and experiences
- help students make the transition from GCSE
- offer general advice, as necessary
- deliver careers, higher and further education advice



“

The work-ethic within the school is really quite inspiring. Stemming from the teachers, it flows through the school, creating a fantastic learning environment where every individual wants to succeed.

Ethan Turner

”

“

The teachers at Thomas Mills offer a broad range of help and assistance, with fantastic support for Oxbridge students throughout the application and interview process.

Ellie Gaylard

”

“

The teachers at Thomas Mills are dedicated to their students, both in terms of their education and their well-being. The school community is friendly, comfortable and inclusive, and this is what makes Thomas Mills such a fantastic school to attend.

Florrie Hulbert, Head Girl: 2020-2021

”



# The Community Programme

Students have the opportunity to become involved in a wide range of community activities. These can help to develop interests, widen experience and give a greater awareness of the needs of others. There are a number of such activities within school:

## **Assisted Maths and Reading Schemes**

Students help and support pupils in years 7 to 11.

## **The House System**

The Sixth Form organise and run House events such as assemblies, sports teams and charity fund-raising.

## **Peer Mentoring**

Students have the opportunity to be trained as mentors to students in the main school.

## **Sixth Form Officials**

The Sixth Form, as a student body, is represented by school officials. They are responsible for the running of the Sixth Form Centre and its resources areas, the organisation of social events and the raising of finance for charity events and sixth form activities.

## **Sixth Form Forum**

This is a council made up of elected School Officials and volunteers to discuss issues relating to the Sixth Form which meets six times a year.

## **Primary School Support**

We arrange for students to go into local primary schools to provide general help or to organise PE/sports-related activities. There is a strong link with Sir Robert Hitcham's CEVAP School, allowing students consistent work experience placements.

## **Charity Events**

The Sixth Form is involved in a number of charity events and fund-raising activities within the community (e.g. the Harvest Parcel distribution, supporting local food banks and collecting for the Poppy Appeal).

## **Work Placements**

All students have the opportunity to undertake some sort of work-related activity. This may take several different forms such as a week during a holiday or regular day or half-day placements, depending upon individual timetables.

Other Enhancement Courses may involve a work placement (e.g. Community Sports Leader). Some Advanced Courses involve experience of working environments. Many elements of the Community Programme are, in fact, work experience under another name (e.g. visiting primary schools or old people's homes).









# Day-to-day Expectations

## **The Dress Code**

Sixth form students should be presentable and exhibit an acceptable appearance to members of the upper and main school and any visitors to the school.

Dress should be such that it is not designed to be startling but comfortable and appropriate for a school environment where all students in school years seven to eleven are dressed in a formal school uniform.

Students must understand that the school reserves the right to require sixth form students to modify their dress if it is felt that it is not suitable for a school environment. It may be the case that it is not what is being worn but how it is being worn that requires modification.

## **Attendance**

Sixth form students have an obligation to attend school every day. The only exception to this is that if a student has no timetabled lessons on a particular day they may negotiate 'study leave' with a member of the Sixth Form Team. Lower Sixth students require parental letters to account for absences. In the Upper Sixth they may write their own.

Students who do not have a satisfactory record of attendance at school, and lessons, will not be entered by the school for public examinations.

## **Parents**

Parents are always welcome to come into school and may make appointments to do so at any time. Members of the team are always happy to talk to parents in person or on the telephone in or out of school hours in the case of any concerns.

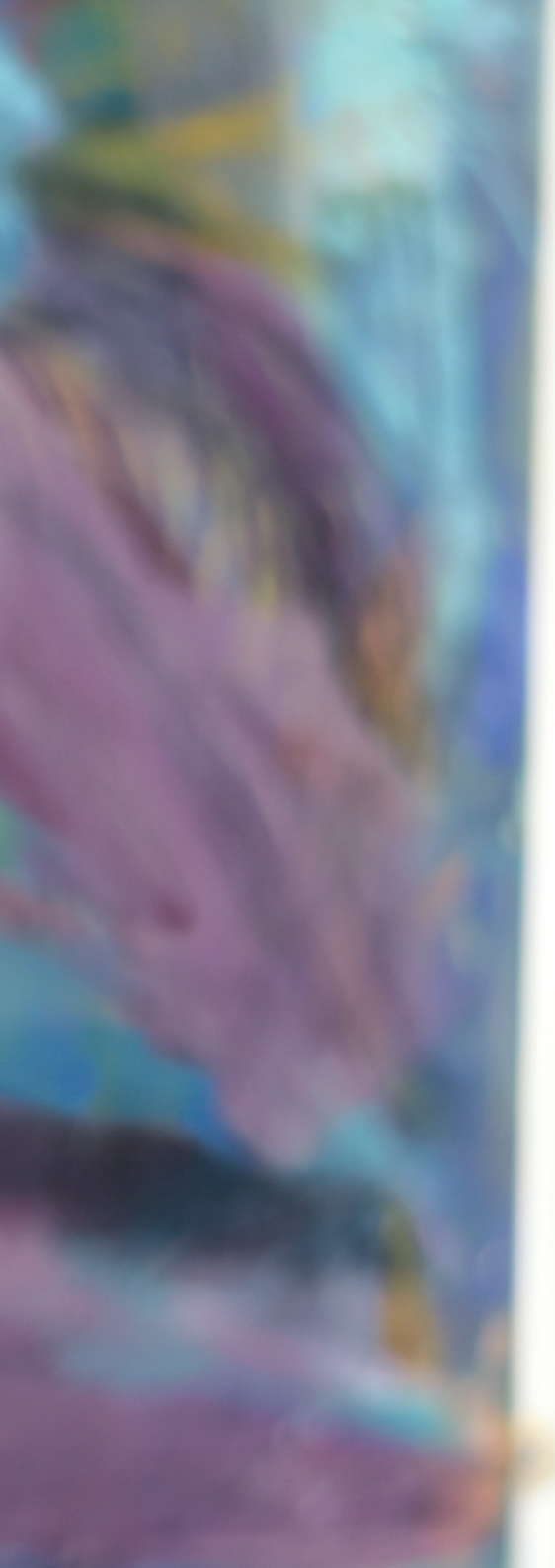


A portrait of a young man with dark, wavy hair and a light beard, smiling and winking. He is wearing a dark blue sweater. The background is a colorful, abstract painting with shades of blue, green, and purple.

**Meet Theo**

**Physicist, aerospace  
engineer and singer.**





**‘I can honestly say I’ve loved every one of the seven years I’ve had at Thomas Mills, with excellent learning from inspiring teachers and making lasting friendships.’**

As Head Boy, Theo has been a keen supporter of his peers; he has presence and is most approachable. Never one to shy away from the opportunity to play a role, he has had lead singing roles in a number of musical productions, but will forever be remembered for collecting contributions for the local Food Bank whilst dressed as a Roman emperor!’



# Sixth Form courses





# Creative





# Art & Design

To be successful at A Level, students will learn how to draw from observation and record, paint, print, sculpt and use film to create images by using their ideas and by researching the work of great artists.

## Course content:

### Year 12

Students will learn how to explore and develop new skills in drawing, painting, photography, sculpture and moving images. The focus is predominantly 2 dimensional. They will be introduced to a host of different experiences, techniques and processes including: diverse approaches to drawing and painting, printmaking, collage and photo/mixed media. Using new and traditional technologies, students will explore images and artefacts, from practical methods to conceptual processes. The portfolio of realised outcomes developed during the course is used to produce key evidence for Foundation and Degree level course applications to prestigious Art Colleges. Frequent enrichment trips to national and European collections underpin this highly successful course in a thriving department.

### Year 13

Personal study (60%) – Students select artists' styles and approaches which reflect their own strengths. The personal project is an in-depth study which enables students to work from initial starting points to a final outcome. Students

will learn to make creative decisions, clarify the focus of the study and demonstrate critical understanding of contextual and other sources.

**Practical work** – this unit extends the opportunity for creative development.

**Externally Set Assignment ESA (40%)** - A theme is set by the exam board as a starting point for students' own ideas. A body of work is generated and presented in A3/A2 sketchbooks, with a final outcome produced in 3 x 5-hour exams. All units are assessed by the centre and externally moderated by a visiting moderator.

## Assessment criteria:

60% Personal Study Unit (coursework)  
40% Exam (ESA)

“

In A Level Art we have been able to develop new skills and styles as well as understand what we enjoy and want to produce. We have been able to explore new techniques, media and scales in work. The teachers express their different opinions while also being supportive, helping us to be confident in our work and giving criticism we can work with. We have produced work we can proudly use in a portfolio or present to friends and family.

Mollie, Megan and Kaitlin Leverington

”

## Type of Qualification:

A Level

## Course entry requirements:

Art, Textiles or Graphic Design  
GCSE Grade 5

\*You must have one of the above subjects at GCSE Grade 5

## Are you interested in:

Visual arts, graphic design, architecture, media, film, advertising, journalism or travel?

## Leading to a career in:

Architecture, web design, film, advertising, set design, illustration, teaching, restoration, costume design, fashion or marketing

## The subject goes well with:

- Photography
- Design
- English
- Music
- Geography
- History
- Classics

## Head of Department/course leader:

Mrs N Sholl

Exam Board: Edexcel

Course code: 9ADO



# Art & Design - Photography

Students learn how to use a camera, computer, film and darkroom to create images by using their own ideas and by researching the work of great photographers.

## Course content:

### Year 12

Students will learn how to use the camera and image manipulation software, composition techniques, lighting, creative use of the camera, shooting film and using the darkroom to process and print. They will research key photographers - both historical and contemporary - and learn how to analyse photos to develop their own work, developing a book of their research and experiments.

### Year 13

Students will make a book of work on a personal project chosen by them. They will write an essay (approx. 2,000 words) on a topic of their choice that links to their personal project.

## Assessment criteria:

60% coursework / 40% exam

From February, students will develop a body of work on a theme issued by the exam board. In May, they will spend 3 5-hour sessions in exam conditions making a final outcome that showcases the skills and knowledge personally gained during the course.



“

I thoroughly enjoyed the photography course here at Thomas Mills. The teachers are incredible people who genuinely care about their students. They listen and assist whenever they can. From Framlingham to Paris, we shot hundreds of photos that we can be proud of thanks to the teaching and support we received.

Freya Evans

”

## Type of Qualification:

A Level

## Course entry requirements:

Art GCSE Level 5 is an advantage. Otherwise submit a small portfolio of photos before the start of the term in September.

## Are you interested in:

Creating images, combining practical work with research or discovering photographic processes?

## Leading to a career in:

Visual arts, graphic design, communication, journalism

## The subject goes well with:

- Art
- English
- Science
- Computing

## Head of Department/course leader:

Mrs N Sholl/Mr M Watson

Exam Board: Edexcel

Course code: 9ADO/9PYO

# Drama & Theatre

This course is suited to individuals who are keen to explore and develop their understanding of theatre. As part of this course students will take on the role of director, actor, researcher and scriptwriter in their exploration of bringing texts to life or creating their own devised work.

## Course content:

### Year 12

Students develop and build upon key skills in the first term in preparation for meeting the demands required for component one.

They will begin their introduction to live theatre, visiting productions in the first instance and reviewing digital live theatre in lessons to develop key skills required for developing ideas ready in component one (Year 12) and component three (Year 13).

Students use an extract from a **text** and the work of a **practitioner** as a stimulus to **create** a devised performance, rehearsing and refining their performance/design realisations for an assessed performance. This forms Component One and is worth 40%.

Students are introduced to the set text and explore practically the world of the play. Prep exam questions are set at the end of the year to aid understanding and preparation for component three in Year 13.

### Year 13

Students **create** a group **performance** from a **text**, rehearsing and refining their performance/design realisations for an assessed performance.

They also create a **monologue or duologue** from another text, rehearsing and refining their performance/design realisations for an **assessed performance**.

## Written examination:

In preparation for their written exam, which lasts 2 hours 30 minutes, students will explore the play texts practically, enabling them to develop the key skills required in the written exam.

“

The structure of the A Level course is a lot freer than the GCSE course. You can really use your own ideas and imagination to create work that you find inspiring. This really helps me as I can keep to my strengths when acting and achieve a high grade. I feel a lot more comfortable in my A Level class and love how much performing is involved in the course.

Jodie Stace

”

## Type of Qualification:

A Level

## Course entry requirements:

Drama GCSE Grade 5

## Are you interested in:

Learning about different approaches to theatre, extending your knowledge of theatre practitioners, exploring a variety of play texts, working creatively in a team, performing to an audience or taking a practical subject to complement your curriculum choices?

## Leading to a career in:

Hospitality, retail sales and customer services, broadcast media and the performing arts. Such as: theatrical producer, primary/secondary teacher, arts administrator, wedding planner

## The subject goes well with:

- English Language
- English Literature
- Classics

## Head of Department/course leader:

Mrs L Peters

Exam Board: Edexcel

Course code: 9DRO



# Music

Students will compose, perform and analyse music with the aim of broadening their understanding of how music works. All students on this course are expected to fully engage with the extensive performance opportunities in the Department and play an instrument or sing.

## Course content:

### Year 12

Throughout Year 12 students will be taught how to develop creative composition ideas using a range of software, including Logic, Sibelius and GarageBand, in a specialist music technology suite. Students will have an opportunity to develop and refine their performance skills in preparation for an end-of-year recital. The final component of this year is the study of set works from a range of genres including classical instrumental and vocal music, popular music, jazz and fusions. Alongside this study, students will be taught how to analyse unfamiliar pieces of music and develop their aural skills.

### Year 13

Composition in Year 13 involves composing in a particular style to a brief set by the exam board. Skills in the various compositional techniques are taught throughout Year 13, with the piece being completed under supervision at the end of the course. Students will work to prepare a recital to

be performed to an invited audience and also complete their study of the set works, and related listening and appraising skills, begun in Year 12.

The Department has a strong record, over many years, of successfully preparing students for further musical study at conservatoires or prestigious universities, including Oxbridge.

## Assessment criteria:

Students will present an 8-minute recital on their own instrument or voice and submit 2 compositions, one of which will be to a set brief, and the other will be a free composition. The acquired knowledge of set works will be assessed in a 2 hour and 10 minutes listening and appraising examination.

“

The course offers a wide range of music from Bach to The Beatles, from Berlioz to Batman Returns, so that you're able to study pieces from your favourite genres and also get a taste of new music. However, the syllabus isn't just about the scores – I've probably had the most fun composing my own pieces, which you can do on Sibelius or Garage-Band, whichever suits you best. I think what's amazing about Music A Level is the freedom that you're given – you can compose in any style and play whatever instrument you want. It's a subject that I really love, and the lessons only enhance my enjoyment of music as a whole.

Alice Bloore

”

## Type of Qualification:

A Level

## Course entry requirements:

Music GCSE Grade 5 and minimum Grade 5 standard on an instrument or in singing. Grade 5 theory would be an advantage but is not essential.

## Are you interested in:

Performing music and creating your own musical ideas or do you enjoy listening to a wide variety of different music?

## Leading to a career in:

Performance, composition, teaching, arts administration, recording/music production

## The subject goes well with:

- History
- English
- Maths
- Physics

## Head of Department/course leader:

Mr R Hanley

Exam Board: Edexcel

Course code: 9Mu0





# Scientific and Technological



# Biology

A Level Biology is a facilitating subject that expands on the principles taught at GCSE and allows students to increase their knowledge and understanding of different topics through detail and use of relevant mathematical techniques and calculations.

## Course content:

### Year 12

Focuses on the structure, function and interaction of biological molecules, and moves on to study cells and their organelles. This is extended to cover transport of substances across cell membranes and the way the immune system works. Following this, the mechanisms through which organisms exchange substances with their environment are examined. There is a lead into ecology by considering variation, genetic information and relationships between organisms which continues in the second year.

### Year 13

Addresses how energy transfers in and between organisms and how organisms respond to changes in their environment. This is followed by study of genetics, populations, evolution and ecosystems. The course finishes with a look at recent developments in gene technology and the control of gene expression.

## Assessment criteria:

Three two-hour exams, each of approximately equal weighting and covering topics from the whole course (Paper 1 – Year 1 content, Paper 2 – Year 2 content, Paper 3 – whole content) as short and long answer, extended response, comprehension and questions on practical techniques, critical analysis of experimental data and an essay (Paper 3).  
10% of marks assess mathematical skills at higher tier GCSE level, 15% are for practical knowledge and understanding. Students also have to successfully complete the Practical Endorsement via the 12 required practical activities over the two-year A Level course.

“

Biology is an incredibly fascinating subject. It's amazing to find out more and have a deeper understanding of how functions occurring every day happen. The knowledge you gain from it is extremely rewarding.

Izzie Carter

”

## Type of Qualification:

A Level

## Course entry requirements:

Biology GCSE Grade 6 (or Combined Science GCSE Grade 6-6) and Maths GCSE Grade 5

## Are you interested in:

The environment, ethical problems like gene technology and embryo research, a subject which is relevant to your own life or rapidly developing areas in contemporary science?

## Leading to a career in:

Medicine, nursing, veterinary sciences, biomedical and paramedic science, physiotherapy, botany, radiography, biochemistry, zoology, pharmacy, marine biology, and many more.

## The subject goes well with:

- Chemistry
- Psychology
- Geography
- Physical Education

## Head of Department/course leader:

Dr N Flores

Exam Board: AQA

Course code: 7402



# Chemistry

A Level Chemistry is a challenging but rewarding course, looking at the world around us in depth.

## Course content:

### Year 12

Chemical technologies have improved our health, our quality of life and our habitats immeasurably. Chemistry will provide solutions to many of the challenges we face in our modern world. Chemistry is divided into three broad areas: **physical chemistry**, covering the behaviour of matter and energy at an atomic level; **organic chemistry**, focusing on the element carbon, the building blocks of materials as diverse as nerve agents, food flavourings and pharmaceutical drugs, and finally **inorganic chemistry**, looking in depth at the periodic table and the elements.

### Year 13

Building on the content from the first year of the course, students will meet new and even more exciting concepts. As they develop their practical skills, they can handle more hazardous materials and use equipment not seen in earlier years. A Level Chemistry prepares students for further study of science and engineering courses at university. It also provides students with skills that are valued by all employers, whether they wear a white coat or not.

## Assessment criteria:

Chemistry is an exam-based course. Students will sit 3 exams at the end of Year 13:  
Paper 1 – Physical and inorganic chemistry, 2 hours 15 minutes  
Paper 2 – Organic and analytical chemistry, 2 hours 15 minutes  
Paper 3 – Unified concepts – a synoptic look at wide areas of chemistry knowledge, 1 hour 30 minutes.  
Throughout the course students will complete several pieces of formal practical work. These are used to award the 'Practical Accreditation', certifying students as competent practical workers.

“

Chemistry allows you to see the world in a completely different way. You start to notice things around you suddenly make sense.

Alice Bates

”

## Type of Qualification:

A Level

## Course entry requirements:

Chemistry GCSE Grade 6 or Combined Science GCSE Grade 6-6, Maths GCSE Grade 5

## Are you interested in:

STEM, medicine, veterinary science, finance, business or law?

## Leading to a career in:

Research, forensics, finance

## The subject goes well with:

- Maths
- Biology
- Physics

## Head of Department/course leader:

Mr A Warren

Exam Board: OCR

Course code: Chemistry A H432

# Computer Science

This course is designed for students who wish to further their knowledge of computer science. It is designed to teach students logical problem solving and develop their practical programming skills.

## Course content:

### Year 12

In the Lower Sixth, students will build upon their knowledge gained at GCSE. They will explore the fundamentals of programming using the Python programming language. Students will develop their problem-solving skills and learn how the different types of data are represented in a computer as well as looking at social, moral and ethical issues of technology.

### Year 13

In the Upper Sixth, students will delve deeper into more complex programming concepts and techniques such as Object-Oriented Programming (OOP). Students will learn about the different data structures and algorithms available as well as looking in depth at how the Internet works. There is also a programming project to complete.

## Assessment criteria:

2 externally-assessed written papers worth 40% each (one of which is a practical programming paper completed on the computer) and a course-work project worth 20%.  
Both exam papers are 2 hours 30 minutes long.



“

The computer science course is enthusiastically taught and incredibly well rounded, not only setting me up for a career, but giving me a lifelong passion for computing along the way.

Sam Bell

”

## Type of Qualification:

A Level

## Course entry requirements:

Maths GCSE and Computer Science GCSE Grade 6

## Are you interested in:

Computer programming, problem solving or the Internet?

## Leading to a career in:

Video game development, software engineering

## The subject goes well with:

- Mathematics
- Physics

## Head of Department/course leader:

Mr A Foster-Green

Exam Board: AQA

Course code: 7517



# Design Technology: Product Design

Design Technology: Product Design is an exciting A Level course that allows students to combine knowledge of science, technology and mathematics with individual artistic creative flare to both design and manufacture products.

## Course content:

This course will combine modern technologies such as computer-aided design and manufacture with the traditional design and manufacture techniques to equip students with the skills, knowledge and understanding required for our designers and engineers of the future.

## Year 12

Students will complete various different design and practical work elements to build their skills. There will be a theory-based element to further knowledge and understanding of Design and Technology in preparation for the final exam in Year 13. Students will complete mini projects to help develop design and manufacture skills ready for the NEA coursework in Year 13.

## Year 13

Students will complete their NEA coursework which involves thinking of a problem, researching it, designing and manufacturing a solution and then evaluating it. This will be presented as an A3 portfolio.

Students will complete the theory requirements of the course, prepare for the final exam and learn exam technique.

## Assessment criteria:

NEA coursework - 50%  
One final exam (2 hours 30 minutes)

“

Product Design is the perfect combination of creative thinking and engineering principles. I really enjoy the fact that it allows for the development of research skills alongside the practical skills which are incredibly helpful both in school and in the workplace.

Elizabeth Morris

”

## Type of Qualification:

A Level

## Course entry requirements:

GCSE Grade 5 or equivalent in a creative subject

## Are you interested in:

Design, technology, engineering, CAD, making things, finding out how things work or sketching?

## Leading to a career in:

Design, engineering, construction, architecture/building design

## The subject goes well with:

- Mathematics
- Sciences
- Art

## Head of Department/course leader:

Mr S Sparkes

Exam Board: Edexcel

Course code: 9DT0

# Physics

Physics A Level is an exciting theoretical and practically-based problem-solving subject which at its core looks at how the world works, from the constituent parts of atoms to the evolution of the universe.

## Course content:

### Year 12

In this first year students will start to develop practical skills (including planning, implementing, analysis and evaluation) and work on the foundations of physics (including physical quantities and units, making measurements, analysing data and the nature of quantities). Students' study will build on previous knowledge about forces and motion (including forces in action, work, energy, power, materials, Newton's laws of motion and momentum). More challenging concepts are explored such as electrons, waves, and photons (including charge and current, energy, power, resistance, electrical circuits, waves and quantum physics).

### Year 13

Students will start to engage with more complex ideas, the Newtonian world and astrophysics (thermal physics, circular motion, oscillations, gravitational fields and astrophysics). Finally, the course finishes by reviewing some of the most thought-provoking concepts such as particle and medical physics (including capacitors, electric fields, electromagnetism, nuclear and particle physics and medical imaging).

## Assessment criteria:

Three written exam papers are taken at the end of the two-year course and a Practical Endorsement award based on the student's competency in the laboratory setting.

“

Extremely enjoyable and definitely not at the expense of learning - quite the opposite in fact!

Hector Selby

”

“

The physics teachers have a genuine passion for the subject which means they are happy to answer in depth about topics, making the lessons genuinely fascinating.

Jodie Stace

”

## Type of Qualification:

A Level

## Course entry requirements:

Maths GCSE Grade 6  
Physics GCSE Grade 6 (OR  
Combined Science GCSE Grade 6-6)

## Are you interested in:

Studying a STEM subject, the fundamentals of our world or problem solving?

## Leading to a career in:

Engineering, astrophysics, scientific research, medicine, finance

## The subject goes well with:

- Mathematics
- Further Mathematics
- Biology
- Chemistry

## Head of Department/course leader:

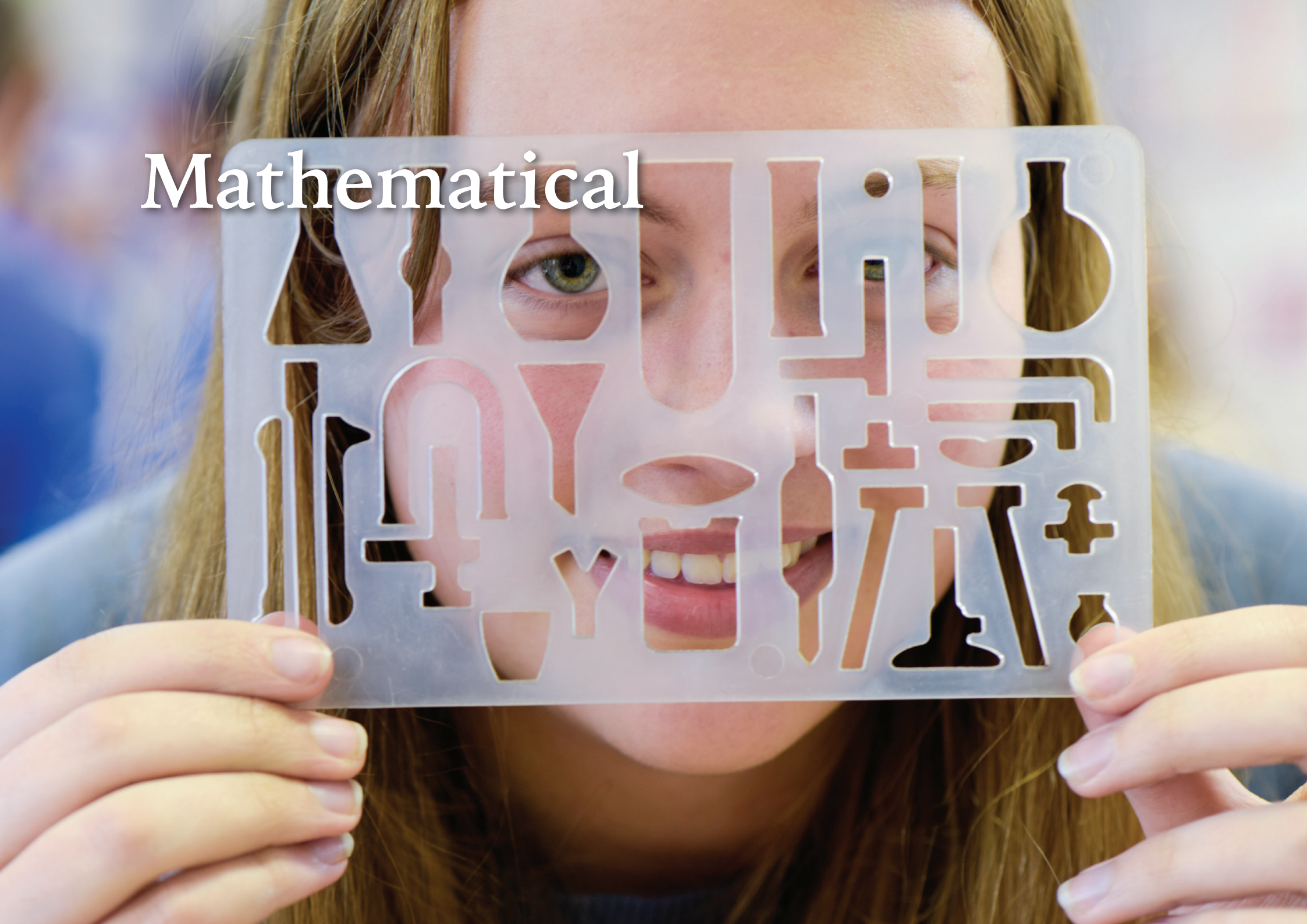
Mr D Halls

Exam Board: OCR

Course code: H556



Mathematical



# Mathematics

Mathematics is an important subject that deserves study for its own sake, as well as for its many applications in the modern world. The Mathematics A Level takes some of the harder topics that have been learnt at GCSE and builds upon them, whilst introducing new content such as calculus and advanced statistics.

## Course content:

### Year 12

Students will study algebra, coordinate geometry, polynomials, trigonometry, calculus, exponentials, vectors and elements of the two applied areas of statistics and mechanics. Previous GCSE work is built upon, so the course should feel familiar at first.

### Year 13

Many topics taught in Year 12 will be studied further and new topics will include: sequences and series, trigonometric identities, differential equations and numerical methods. Much of the mechanics learnt this year helpfully overlaps with the Physics course.

## Assessment criteria:

At the end of the course there are three two-hour exams.



“

The best thing about A Level Maths is how, slowly but surely, the pieces of the jigsaw click together, and everything makes sense.

Madeleine Langdon-Morris

”

## Type of Qualification:

A Level

## Course entry requirements:

Maths GCSE Grade 6

## Are you interested in:

Solving complex problems, modelling real-life situations mathematically or understanding how statistics inform decisions?

## Leading to a career in:

Engineering, finance, architecture or data analysis

## The subject goes well with:

- Physics
- Chemistry
- Computer Science
- Biology

## Head of Department/course leader:

Mr S Everett

Exam Board: AQA

Course code: 7357



# Further Mathematics

Further Maths must be taken alongside regular A Level Mathematics and develops some of the topics taught in that course, whilst introducing further ideas. It is particularly useful for those planning to study mathematics at degree level.

## Course content:

### Year 12

Students will study various complex topics including: matrices, complex numbers, polynomial roots, conics, hyperbolics and further calculus, alongside challenging elements of statistics and mechanics.

### Year 13

Much of year 13 is spent developing and deepening the ideas taught in Year 12, whilst introducing first and second order differential equations, new statistical models, centres of mass and moments. The course becomes fairly challenging during this year and is a real chance for the best mathematicians to shine.

## Assessment criteria:

At the end of the course there are three two-hour exams covering all content taught.



“

Doing Further Maths has been very enjoyable. It is faster and more advanced than A Level Maths but very interesting. I was expecting to struggle as I'd heard it was difficult but really enjoy it and have learnt a lot this year. If you enjoy Maths and are good at it – give it a go!

Alice Bates

”

## Type of Qualification:

A Level

## Course entry requirements:

Mathematics GCSE Grade 7

## Are you interested in:

Solving complex problems, modelling real-life situations mathematically or understanding how statistics inform decisions?

## Leading to a career in:

Engineering, finance, architecture, data analysis

## The subject goes well with:

- Physics
- Chemistry
- Computing
- Biology

## Head of Department/course leader:

Mr S Everett

Exam Board: AQA

Course code: 7367







# Modern Languages



# French

The French course constitutes an integrated study with a focus on language, culture and society. It fosters a range of transferable skills, including communication, critical thinking and creativity.

## Course content:

### Year 12

The A Level French specification builds on the knowledge, understanding and skills gained at GCSE. Students will develop their understanding of the Francophone world through studying various themes such as family, cyber-society, volunteering, heritage, music and cinema. They will be using authentic spoken and written sources. Students will study a film (currently *La Haine*) and they will respond critically in writing to the work studied.

### Year 13

In addition to the skills they have gained in Year 12, students will further develop their knowledge of the French speaking world as a whole. They will explore themes such as: criminality, politics, democratic rights, immigration and the marginalised. Students will study a book (currently *No et Moi*) and will respond critically in writing to the work studied. Students will also complete their Individual Research Project, where they will have the opportunity to research and explore a theme of their choice related to a Francophone country. By the end of the A Level course, students will

have a detailed understanding of contemporary French life and will be able to converse confidently in French.

## Assessment criteria:

3 exams as follows:

**Listening, Reading and Writing:** Students will listen to spoken passages from a range of contexts and sources, covering different registers. There will be questions in French for both listening and reading – 2 hours 30 minutes

**Writing:** Two essays on the film and book studied and a translation – 2 hours

**Speaking:** Role play, presentation and discussion of the Individual Research Project – 21-23 minutes

“

French is a great subject to take. The teachers are excellent and the class sizes are small. You can get lots of support

Kate Simpson

”

## Type of Qualification:

A Level

## Course entry requirements:

French GCSE Grade 5

## Are you interested in:

Francophone countries, regional culture and heritage, cinema, music and literature, politics and immigration or democratic rights?

## Leading to a career in:

Journalism, translation, hospitality, tourism, diplomacy, teaching

## The subject goes well with:

- English
- Sociology
- Politics
- Business and Economics

## Head of Department/course leader:

Mrs S Capjon

Exam Board: AQA

Course code: 7652



# German

Students will develop their command of the German language with an Advanced Level qualification. They can expect to achieve greater fluency, accuracy and confidence in the use of the German language.

## Course content:

### Year 12

The A Level German specification builds on the knowledge, understanding and skills gained at GCSE. It constitutes an integrated study with a focus on language, culture and society. It fosters a range of transferable skills, including communication, critical thinking and creativity, which are valuable to the individual and society. Students will develop their understanding of themes relating to the society and culture of the countries where German is spoken, and their language skills; they will do this by using authentic spoken and written sources in German. Students must also study one book or film from the lists in the specification. They must know, understand and be able to respond critically in German to the work they have studied.

### Year 13

In addition to the skills gained in Year 12, students will further develop their knowledge of German speaking society as a whole. Students will explore topics such as: cultural identity, migration, discrimination and diversity. There is also an extended individual research project, in

which students have the opportunity to research and explore a theme of their choice related to a German speaking country. By the end of the A Level course, students will have a detailed understanding of contemporary German life and will be able to converse confidently in the language.

## Assessment criteria:

**Listening, Reading and Writing:** Students will listen to spoken passages from a range of contexts and sources, covering different registers and types. There will be questions in German for both Listening and Reading – 2 hours 30 minutes

**Writing:** Two essays on the literary themes and a translation – 2 hours

**Speaking:** Role play and discussion of the Individual Research Project - 15 minutes

“

German was my favourite subject at A Level, because the course was so diverse. The small class size creates a sense of teamwork, unique to learning a language.

Darla Sullivan

”

## Type of Qualification:

A Level

## Course entry requirements:

German GCSE Grade 5

## Are you interested in:

Family and citizenship, youth trends and personal identity, education and employment opportunities, regional culture and heritage, media, art, film and music, migration and integration or cultural difference and celebrating difference?

## Leading to a career in:

Publishing, journalism, hospitality

## The subject goes well with:

- English
- Psychology
- Business
- Science

## Head of Department/course leader:

Mr M Heath

Exam Board: AQA

Course code: 7662







# Humanities and Social Sciences



# Business

Business is a study of what we buy, how we consume, the choices we make in terms of purchasing, where we buy our goods from and how we make those decisions; all concepts we explore in Business A level.

## Course content:

### Year 12

What are customer needs and how are they met? What is a market and why does a business need to understand its own market? What are entrepreneurs? How do businesses start up and how do they raise finance? What impact does the outside world have on a business and what can a business do about it?

### Year 13

What is international business and why is it important? Why are the things we buy from Amazon cheaper than the local shop? How does a business grow? What is business strategy and how does that impact upon the success of a business?

## Assessment criteria:

A-Level

Paper 1: Marketing, people and global businesses, 100 marks  
120-minute duration exam worth 35% of the grade.

Paper 2: Business activities, decisions and strategy, 100 marks  
120-minute duration exam worth 35% of the grade.

Paper 3: Investigating business in a competitive environment, 100 marks  
120-minute duration exam worth 30% of the grade.

“

Business Studies gives you a larger understanding of individual co-operations and the decisions made on a day-to-day basis in a competitive market.

Theo Kenny

”

## Type of Qualification:

A Level

## Course entry requirements:

English Language GCSE and Maths  
GCSE Grade 5

## Are you interested in:

Setting up your own business, global business and how it operates or how great businesses are run?

## Leading to a career in:

International business, marketing, human resources, finance

## The subject goes well with:

- Geography
- Sociology
- Politics
- History
- Economics

## Head of Department/course leader:

Mrs L Ewing

Exam Board: Edexcel

Course code: 9BS0



# Classical Civilisation

Classical Civilisation explores the worlds of ancient Greece, Rome and Persia through literature, art and archaeology - attempting to understand the society and beliefs of these civilisations.

## Course content:

### Year 12

Students will read about the adventures of Odysseus as he returns from Troy in Homer's *Odyssey*. They will learn how to analyse ancient literature and write confidently about key characters and issues in the book. They will also consider the concept of 'barbarians'. This topic will tackle ideas of race, identity and stereotypes as well as examining the realities of life and culture in ancient Persia. Students will read the famous tragedies *Persians* and *Medea* alongside studying historical evidence and artefacts.

### Year 13

Students read one of the most influential works in western literature, *The Aeneid*. It tells the story of Aeneas, the origins of Rome and the forming of a national identity. Students will develop the ability to apply context to derive a deeper meaning from the book, including potentially a political message. They also examine love, relationships and ethics across the Greco-Roman world through its key philosophers and poets and consider how this has influenced society today.

## Assessment criteria:

Classical Civilisation is assessed by 3 external exams:

The World of the Hero (*Odyssey and Aeneid*):  
2 hours 20 minutes

Invention of the Barbarians: 1 hour 45 minutes

Love and Relationships: 1 hour 45 minutes

“

I find Classics very enjoyable, not just because you are learning some fascinating historical facts and read old plays but because you have a chance to learn more about ancient culture. You get to understand the traditions, life-style, beliefs and values of Greek and Roman times that differ so much from what we have now.

Varya Belova

”

## Type of Qualification:

A Level

## Course entry requirements:

English Language GCSE Grade 5

English Literature GCSE Grade 5

## Are you interested in:

History, literature, archaeology, politics, religion/philosophy or debating?

## Leading to a career in:

Museum/gallery curation, archives, law, civil service, politics, journalism, teaching

## The subject goes well with:

- English Literature
- R.S.
- History
- Politics

## Head of Department/course leader:

Miss A Flint and Dr C Rozier

Exam Board: OCR

Course code: H408

# Economics

Economics is about choice and the impact of our choices on each other. It relates to every aspect of our lives, from the decisions we make as individuals or families to the structures created by governments and firms. An economic way of thinking can help you make better choices.

## Course content:

### Year 12

The course introduces students to the operation of markets and market failure, learning about price determination, the economic problem, the market mechanism, market failure and government intervention. It also examines the national economy in a global context, learning about how to measure macro-economic performance, circular flow of income, AD/AS analysis, macro-economic policy.

### Year 13

Students will build upon the concepts and ideas introduced in Year 12 by looking at the areas in more depth as well as exploring the labour market, distribution of income and wealth, the national and international economy, financial markets, fiscal and monetary policy.

*"It's a great subject for those with questioning minds, curious about what goes on around them. And what's more, it's fun!"*

Lucy Rock, News Editor, The Observer

## Assessment criteria:

Paper 1 – 80 mark, 120 minute duration exam worth 33.3% of the grade.

Paper 2 – 80 mark, 120 minute duration exam worth 33.3% of the grade.

Paper 3 – 80 mark, 120 minute duration exam worth 33.3% of the grade.

Questions include multiple-choice, short answer, data interpretation, use of diagrams and essays. Quantitative skills are an important part of the course and the ability to think in a logical, analytical and evaluative way is essential.

“

Economics is an astounding focal point for any student wishing to deepen their knowledge of the nature of individual markets and the economy as a whole.

Harry Panter

”

## Type of Qualification:

A Level

## Course entry requirements:

Mathematics GCSE Grade 5

## Are you interested in:

Current affairs & politics, the economic impact of pandemics such as Covid-19, equality or poverty and the redistribution of wealth?

## Leading to a career in:

Finance, economic analysis, business & management, Civil Service

## The subject goes well with:

- Mathematics
- Politics
- Geography
- History

## Head of Department/course leader:

Mrs L Ewing

Exam Board : AQA

Course code: 7136



# English Language

The course will enable students to analyse a range of texts in a variety of contexts, taking into consideration a range of theories and ideas about the English language. Through the written element of the course, students will develop their own editorial skills.

## Course content:

### Year 12

*Exploring Language* assesses students' ability to analyse 'real-world' texts – looking in detail at their lexical and grammatical choices in relation to contextual factors. Students will learn how to identify patterns in texts and to explore their effects on readers. This unit also involves students writing about topical language issues. Students also learn to compare and contrast texts from different non-fiction genres – including spoken transcripts featuring different accents and dialects.

### Year 13

*Dimensions of Linguistic Variation* leads to students investigating how children acquire language, how language is used in the media and how language has changed over the course of time. This analytical unit is also examined externally. The NEA (non-examined assessment) is an opportunity to explore a topic of their own choice through their own collection of linguistic data. This is a rewarding and motivating experience for students.

## Assessment criteria:

80% external examination (2 papers, each 2 hours 30 minutes)  
20% NEA (coursework)

“

English Language at A Level really opens your eyes to the words and phrases we use on a daily basis. The course allows you to explore language in a variety of contexts, from advertising to casual conversations. I would really recommend it to anyone who is curious about how and why we all use language differently.

Will Evans

”

## Type of Qualification:

A Level

## Course entry requirements:

English Language GCSE Grade 5

## Are you interested in:

The way language is used to influence how we think, how language changes over time or how we learnt to speak?

## Leading to a career in:

Journalism and the media, teaching, publishing, advertising, the legal profession

## The subject goes well with:

- English Literature
- Psychology
- History

## Head of Department/course leader:

Mrs A Constanti

Exam Board: OCR

Course code: H470

# English Literature

Throughout the two-year course, students will study a range of poetry, prose and drama and will have the opportunity to pursue their own literary interests through the non-examined assessment component.

## Course content:

### Year 12

For English Literature, students will follow AQA specification A. This includes study of a range of literary genre. In the first year of the course, students will prepare for Paper 1, *Love through the Ages*. This includes the study of a collection of pre-1900 poetry alongside F Scott Fitzgerald's *The Great Gatsby*. Students will also study Shakespeare's *Othello*. At the end of the year, students will begin preparing for their independent coursework study (NEA).

### Year 13

In year 13, students will complete their NEA and prepare for Paper 2 – Texts in shared contexts – Option 2b *Modern times: (1945 to the present day)*. The course embeds plenty of Paper 1 revision opportunities. Students will study *The Handmaid's Tale* – Margaret Atwood; *A Streetcar Named Desire* – Tennessee Williams; *Feminine Gospels* – Carol Ann Duffy.

## Assessment criteria:

80% external examination (Paper 1: 3 hours, Paper 2: 2 hours 30 minutes)  
20% NEA (coursework)

“

I can discuss and dissect some of my favourite texts with people just as passionate about English as I am. Whether you're studying poetry, Shakespeare or Modern Literature, the course enables you to take an individual approach to your learning, allowing you to express your thoughts and views through your writing and class discussions. It's a fantastic option choice.

Florrie Hulbert

”

## Type of Qualification:

A Level

## Course entry requirements:

English Language GCSE Grade 5  
English Literature GCSE Grade 5

## Are you interested in:

Reading great literature from a range of genre?

## Leading to a career in:

Journalism and the media, teaching, publishing, advertising, the legal profession

## The subject goes well with:

- English Language
- French
- History

## Head of Department/course leader:

Mrs A Constanti

Exam Board: AQA

Course code: 7712



# Geography

OCR A Level Geography aims to encourage students to develop a range of essential skills for Higher Education and the world of work through content which is relevant to any citizen of the planet in the 21st century.

## Course content:

### Year 12

Students will study *Hazardous Earth* (plate tectonics, earthquakes, volcanoes), *Changing Spaces; Making Places* (urban and rural geography), Coastal environments and geographical skills and fieldwork. A number of fieldtrips are undertaken to rural and urban areas and the coastal environment.

### Year 13

*Global Connections* (power and borders - geopolitics, global migration, trade in a contemporary world), *Climate Change, Earth's Life Support Systems* (carbon and water cycle) geographical skills and independent investigation (coursework is 20% of the A Level and may cover any topic on the syllabus).

## Assessment criteria:

22% Physical systems exam - 1 hour 30 minutes  
22% Human interactions exam - 1 hour 30 minutes  
36% Geographical debates exam - 2 hours 30 minutes  
20% Independent investigation – not examined



“

It's fascinating to see how the world links together. I've really enjoyed the topics that I've studied this year.

Lily Strehlow

”

## Type of Qualification:

A Level

## Course entry requirements:

Geography GCSE Grade 5

## Are you interested in:

Earthquakes, plate tectonics, volcanoes, climate change, travel, cultures, people, global issues or the global economy?

## Leading to a career in:

Management, planning, working with the environment, journalism

## The subject goes well with:

- History
- Economics
- Politics
- Business
- All sciences
- PE
- Computing
- Maths

## Head of Department/course leader:

Mrs Esworthy

Exam Board: OCR

Course code: H481

# History

History plays a fundamental role in providing individuals with an appreciation of culture, the past and an understanding of how this can shape the present. The study of A Level History is a brilliant opportunity to learn about some of the most fascinating periods while also developing essential and highly-valued transferable skills.

## Course content:

### Year 12

Students study 'The Early Tudors and Mid-Tudor Crisis: 1485-1558' which looks at significant political, religious and social changes that occurred under the reigns of the Tudor monarchs. Students also study 'The French Revolution and the rule of Napoleon: 1774-1815' which focuses on one of the most dramatic events in modern history and the emergence of one of its most notorious figures.

### Year 13

Students study 'Russia and its Ruler: 1855-1964', which delves into the dramatic switch between stardom (autocratic monarchy) to Communism, and the impact this has on Russia and its surrounding territories. Coursework is also completed, and this can be based on any topic students have an interest in, as long as there is sufficient historiography and debate around it.

## Assessment criteria:

Unit 1 – The Early Tudors and Mid-Tudor Crisis: 1485-1558 - Examination of 1 hour 30 minutes (25%)  
Unit 2 – The French Revolution and the rule of Napoleon: 1774-1815 - Examination of 1 hour (15%)  
Unit 3 – Russia and its Rulers: 1855-1964 - Examination of 2 hours 30 minutes (40%)  
Unit 4: Coursework (20%)

“

I have loved exploring how events in history have led me to form interesting insights about patterns and progress through time, right up to the modern day.

Ellie Gaylard

”

## Type of Qualification:

A Level

## Course entry requirements:

History GCSE Grade 5

## Are you interested in:

Analysing information, discussion and debate, independent reading, evaluating evidence or forming written arguments?

## Leading to a career in:

Law, management consultancy, business, government, media, public sector

## The subject goes well with:

- English Literature
- Politics
- Classics
- Economics

## Head of Department/course leader:

Mrs A Pope

Exam Board: OCR

Course code: H505



# Philosophy, Ethics & Theology

Philosophy, Ethics and Theology is an excellent A Level choice. It is varied, challenging and enlightening and will undoubtedly be useful in a student's future endeavours.

## Course content:

### Year 12

Will give students an insight into the investigation of ultimate questions such as what happens when we die, does God exist and what is good? The problem of evil, Greek philosophers and the nature of reality are also studied. The course provides opportunities for the deep investigation of current ethical issues such as euthanasia, as well as business ethics.

### Year 13

Delves into both traditional and modern concepts within Christianity such as feminism, pluralism, secularism and even Marxism. It also investigates the notion of conscience, critically analyses the characteristics of God and considers the complex issues within sexual ethics.

## Assessment criteria:

There are three exams, one for each module and no coursework.

Philosophy exam: 2 hours

Ethics exam: 2 hours

Development of Christian Thought exam: 2 hours



“

RS has always been one of my favourite subjects and studying it at A Level has only enhanced my enjoyment of it by giving me a broader depth of knowledge into areas which fascinate me within the course. I am particularly enjoying relating ethical theories to real-life case studies at the moment. The teaching is fabulous in the entire department, with the lessons being engaging and fun. We also have big class debates, where everybody's opinion matters, and we all have the opportunity to join in. These discussions and hearing other people's viewpoints are probably some of my favourite parts of the lessons.

Alice Bloore

”

## Type of Qualification:

A Level

## Course entry requirements:

Religious Studies GCSE Grade 4 is useful but not compulsory

## Are you interested in:

Ethics, ultimate questions, Greek philosophers, religion, religious views, arguments against religion, real-life issues such as euthanasia, business ethics and sexuality as well as debating?

## Leading to a career in:

Anthropology, philosophy, politics, theology, education, the media and healthcare.

## The subject goes well with:

- History
- Psychology
- Sociology
- English Language
- English Literature
- Classical Civilisation

## Head of Department/course leader:

Miss H Lambert

Exam Board: OCR

Course code: H573

# Physical Education

A Level Physical Education will give students a fantastic insight into the amazing world of sports performance, studying wide-ranging topics focused on the how and why of physical activity and sport.

## Course content:

### Year 12

The students will start their study of all five topic areas. This will include aspects such as the biomechanics of the body; dietary preparation for exercise; learning theories and practices; aggression and social facilitation, and the historical emergence of modern-day sport. The lessons are mainly classroom-based theory lessons, however practical lessons are included whenever possible to develop understanding, e.g. experiments in sport psychology and testing in exercise physiology. The students will also complete the performance analysis section of their coursework.

### Year 13

The students will complete the study of the five topic areas. This will include aspects such as fatigue and recovery; motion and fluid dynamics; memory models, confidence and leadership, and commercialisation, ethics and deviance. They will also revisit all the content covered in year 12. The students will also complete the development programme section of their coursework. The course content is continually evolving, with students actively encouraged to keep up to date with topical issues in the world of sport.

The syllabus is multi-disciplinary and is comprised of four components:

Component 1 – Applied anatomy and exercise physiology  
Component 2 – Skill acquisition and sports psychology, sport and society  
Component 3 – Practical performance  
Component 4 – Performance analysis and performance development programme (coursework).

The content builds on the understanding developed at GCSE, increasing breadth whilst avoiding unnecessary repetition.

The students will be expected to participate in their chosen practical activity throughout the course. The coursework and practical components are internally marked and externally moderated.

## Assessment criteria:

70% Written exams - Component 1 (2hrs 30mins),  
Component 2 (2hrs)  
30% NEA (15% practical, 15% coursework)

“

With A Level P.E. there is content tailored for everyone, from the neuromuscular system, to the depths of sports psychology. Every lesson is brimming with value and support in edifying the curriculum for students.

Ethan Turner

”

## Type of Qualification:

A Level

## Course entry requirements:

Physical Education GCSE Grade 4

## Are you interested in:

Sport, health, fitness or factors that affect performance?

## Leading to a career in:

Physiotherapy, fitness/personal training, PE teaching, sports analysis, services

## The subject goes well with:

- Biology
- Psychology
- Physics
- Sociology

## Head of Department/course leader:

Mr M Harding

Exam Board: Edexcel

Course code: 9PE0



# Politics

This is a very exciting time to study both British and international politics, with highly controversial issues, people and debates often dominating the news headlines. If students are intrigued, excited or worried about the changes that are happening in the world today, and how to develop analytical skills, this is the ideal course.

## Course content:

### Year 12

In Year 12 students focus on politics in the United Kingdom and are taught about democracy and participation, political parties, electoral systems and voting behaviour. Students also learn about UK Government – including the constitution, Prime Minister and executive, and parliament.

### Year 13

In Year 13 students focus on the politics of the United States of America, including: the US Constitution and federalism, democracy and participation, US Supreme Court and civil rights, US Congress and US presidency. Students also learn about the core ideologies of conservatism, liberalism and socialism and the non-core ideologies of feminism and nationalism.

## Assessment criteria:

Unit 1 - UK Politics: Examination of 2 hours (33.3%)

Unit 2 - UK Government: Examination of 2 hours (33.3%)

Unit 3 - US Politics: Examination of 2 hours (33.3%)

“

Studying politics has helped me to understand the processes which govern our society - how they work, and how they don't.

Conan Barja-Lock

”

## Type of Qualification:

A Level

## Course entry requirements:

English Language GCSE Grade 5

## Are you interested in:

Current affairs and politics, law, Civil Service, local government or media?

## Leading to a career in:

Finance, media, international relations, politics, civil service, local government and planning.

## The subject goes well with:

- History
- Geography
- Economics

## Head of Department/course leader:

Mr A Pope

Exam Board: Edexcel

Course code: 9PL0

# Psychology

Psychology is the study and science of our mind and behaviour. In A Level Psychology students learn about aspects of memory, brain science, child psychology, mental disorders and social psychology. They carry out small-scale research projects to develop skills in analysing psychological data. There is no coursework.

## Course content:

### Year 12

Students look at the key **Approaches** in psychology and link these to various areas of **Biopsychology** (how our biological aspects affect our behaviour), **Attachment** (why children form attachments and how these can be disrupted), **Social influence** (why we conform and obey), **Psychopathology** (depression, OCD and phobias) and **Memory** (applying to eye-witness testimony and how to improve memory). Throughout the course students study these areas while applying the various **Research Methods** in psychology.

### Year 13

Students look back at the previous topics in year 12 and apply these to the many **Issues and debates** in psychology, such as 'Is psychology a science?', 'nature verse nurture' and 'Is there a problem with social sensitivity in research?' They then develop a deeper understanding of the topics of Schizophrenia, Gender and Aggression.

## Assessment criteria:

Psychology is assessed by three 2-hour written exams. There is a combination of short-answer questions and extended essays. There is no coursework.

“

My favourite thing about studying Psychology at Thomas Mills is how different each topic is within it. Some parts may be more biology-based, whereas after that you will study behaviour and theories. You cover so many interesting things, each that I enjoy in different ways, which keeps me fascinated

Sophie Bilton

”

## Type of Qualification:

A Level

## Course entry requirements:

Biology GCSE Grade 5

## Are you interested in:

Human behaviour, mental illness, why people obey or how childhood can affect our future self?

## Leading to a career in:

Mental health, education, child assessment and care, management and human resources, marketing and business management, social work, occupational therapy, sports psychology, forensic work

## The subject goes well with:

- Biology
- Health and Social Care
- Sociology

## Head of Department/course leader:

Mrs A Evans

Exam Board: AQA

Course code: 7182



# Sociology

Sociology is the study of society, focusing on the different social groups to which people belong (e.g. social class, gender, ethnicity, sexuality) and the impact that membership of these groups has on our life chances.

## Course content:

### Year 12

Firstly, students look at the **Families and Households** unit, where they study changes in the British family over the last century, focusing on issues such as divorce, childhood and domestic violence. They then develop their understanding by studying the inequalities in the British **Education** system; namely gender, ethnicity and social class differences in achievement. Students then apply the areas studied to **Research Methods**, which introduces them to an understanding of how sociologists conduct research.

### Year 13

Students will learn about the role of **Beliefs** in modern society, considering the role and impact of secularisation, fundamentalism and multiculturalism. They will also study **Crime and Deviance**, where they will research what causes crime, the impact of crime and different solutions to criminal behaviour in society. **Theories and Methods** will introduce students to the evolution of sociological theories and big debates in the subject.

## Assessment criteria:

Sociology is assessed by three 2-hour written exams. There is a combination of short-answer questions and extended essays. There is no coursework.

“

I enjoy the open nature of sociology lessons, as you can discuss interesting topics that not only relate to the course but also other subjects and life.

Darcy Grice

”

## Type of Qualification:

A Level

## Course entry requirements:

English Language GCSE Grade 4

## Are you interested in:

People, understanding society, social groups, inequality or current affairs?

## Leading to a career in:

Social work, health sector, education, management and human resources, marketing, police and forensic work, advice work, community development work, international aid/development work.

## The subject goes well with:

- Psychology
- Health and Social Care
- History
- Politics

## Head of Department/course leader:

Mrs A Evans

Exam Board: AQA

Course code: 7192







# Applied Courses



# BTEC Level 3 National Certificate & Extended Certificate in Health & Social Care

Health and Social Care is designed to encourage and inspire students into developing a career in the health sector, by gaining a broad understanding of issues faced in the health, early years, education and social care sectors. This course is equivalent to a full A Level.

## Course content:

### Year 12

The first topic is **Human Lifespan development**, which is an examined unit. Students will study development across the human lifespan, and the factors affecting development and the effects of ageing. The coursework unit is **Meeting individual care and support needs**. Students will focus on the principles and practicalities that underpin meeting individuals' care and support needs which are the foundation of all the care disciplines and apply these to various case studies.

### Year 13

The examination in year 13 is linked to **Working in Health and Social Care**. Students will explore what it is like to work in the health and social care sector. The coursework unit looks at various **physiological disorders**. Students will complete a detailed analysis of two different physiological disorders and then complete a care plan for a case study of their choice.

## Assessment criteria:

Health and Social Care is assessed by two 2-hour examinations and 2 pieces of coursework. There are opportunities to take the examinations in January and May.

“

Health & Social Care is a brilliant subject. It increases our knowledge of how people live and gives us an understanding of different factors of health and what we can do to help ourselves and those around us.

Sarah-Louise Long

”

## Type of Qualification:

BTEC National Level 3 Extended Certificate

## Course entry requirements:

English Language GCSE Grade 4  
Maths GCSE Grade 4

## Are you interested in:

Developing an understanding of various illnesses, the policies that underpin the health sector or the development of people through the lifespan?

## Leading to a career in:

Health services/sciences, such as nursing, midwifery, early years and primary schools; healthcare such as radiography or occupational therapy or dentistry; social work; youth work

## The subject goes well with:

- Psychology
- Biology
- English Language

## Head of Department/course leader:

Mrs A Evans

Exam Board: Edexcel

Course code: BDKV6



# BTEC Level 3 National Certificate & Extended Certificate in Information Technology

This course is designed for students who are interested in an introduction to the study of creating IT systems to manage and share information, alongside other fields of study.

## Course content:

### Year 12

In the Lower Sixth, students will study two units. In the first unit, students will learn the concept of normalised databases and how to build them using Microsoft Access. The second unit explores the ways in which businesses use social media platforms and students will carry out their own social media campaign.

### Year 13

In the Upper Sixth, students will study a further two units. In the first unit, students will learn about the fundamentals of computing including learning about cyber security and the laws surrounding computing. The second unit develops the students' knowledge of financial modelling and spreadsheet software.

## Assessment criteria:

The assessment is a combination of externally-assessed examinations and teacher-marked coursework assignments.

The Lower Sixth assessment comprises a 3-hour and a 2-hour exam.

The Upper Sixth assessment is one 2-hour exam.

“

BTEC IT for me was hugely beneficial as it allowed me to show my skills through coursework and not just a seated exam, which I believe is the best way to truly show a person's understanding of the subject. I also really enjoyed the teaching methods used in BTEC IT as it was more practical and visual and not just theory work from a book, and the scenarios used in the coursework and in the practical exam really set students up for real-world problems that they may be faced with in the future. Lastly, the fact that you can retake your written exams and have a second chance is another factor as to why I enjoyed BTEC IT so much, as you can get a real indicator as to how you are progressing and it relieves the exam stress which I know many students suffer from, but at the same time it shows students when they need to work harder in certain areas and gives them the best chance of succeeding in the next exam.

Freya Evans

”

## Type of Qualification:

Level 3 BTEC National Extended Certificate

## Course entry requirements:

English Language and Maths GCSEs at Grade 4 or above

## Are you interested in:

Social media, databases or spreadsheets?

## Leading to a career in:

Customer relations, project management, network administration

## The subject goes well with:

- Mathematics
- Business

## Head of Department/course leader:

Mr A Foster-Green

Exam Board: Edexcel

Course code: BDK7

# Level 3 Cambridge Technical Certificate & Extended Certificate in Business

The Cambridge Technical qualification in Business develops students' core skills and understanding of the business sector. Students gain hands-on experience and have the opportunity to focus on specific topics such as human resources, marketing and business communication.

## Course content:

### Year 12

Students will develop an understanding of how and why businesses operate in the way they do. They will also learn the purpose, methods and importance of communication in business and the appropriateness of different forms of communication for different situations.

### Year 13

Working in Business covers the skills and understanding needed to work effectively within a business environment. The marketing unit has particular emphasis on the role of market research, how it contributes to marketing decision-making, and the actions a business may take. Students will gain an overview of the HR function and learn about factors affecting human resources planning.

## Assessment criteria:

(Five units – out of a choice of 8 – are studied:)

Internal assessment (coursework)  
Unit 4 Customers and Communication  
Unit 5 Marketing and Market Research  
Unit 8 Human Resource Management

External assessment (exam)  
Unit 1 Exam – End of Year 12  
90 mark, 120 minute exam worth 66% of the grade.

Unit 2 Exam – Jan in Year 13  
60 mark, 90 minute exam worth 33% of the grade.

“

Business is a subject which opens lots of doors for future job opportunities. Having a good understanding of how a business generates its income, and how it survives amongst competitors is important. An employer will be looking for specific items on a CV. Having a background in business is one of these.

Callum Wilson

”

## Type of Qualification:

Level 3 vocational qualification

## Course entry requirements:

Four GCSE passes at Grade 4 or above

## Are you interested in:

How businesses function, how customers and business work together or marketing and human resources?

## Leading to a career in:

Marketing, human resources, finance

## The subject goes well with:

- IT Level 3
- Health and Social Care

## Head of Department/course leader:

Mrs L Ewing

Exam Board: (AQA) Cambridge Technical

Course code: 05835







# Enhancement Courses

In addition to their main courses, students have the opportunity to study and experience a wide range of other enhancement courses. They will want to select courses which are interesting and which combine with other options to give a broad, balanced and coherent programme of study. The following gives some idea of the range of activities available. The courses are added to timetables after main A Level choices are made and cannot be guaranteed to be available to all students.

## Extended Project Qualification

The opportunity exists for some students to complete an Extended Project; this qualification is considered to be attractive by a number of leading universities as it encourages independent research and the opportunity for independent exploration of a subject of the student's own choosing.

## Physical Education

P.E. courses and facilities are available to all students to experience and enjoy. There is a wide range of optional activities available: rugby, hockey, football, basketball, volleyball, netball, badminton, tennis, table tennis, trampolining, indoor hockey, athletics and fitness training.

## Sports Leader Awards

This course will help to train students to lead physical education groups by developing the necessary skills: community involvement, initiative and leadership qualities, understanding of personal fitness and organisational methods.

## GCSE English Language & Mathematics

All students who have not achieved a grade 4 at GCSE in English Language and/or Mathematics must follow a level 2 course in that subject in the Sixth Form.

GCSE re-sit opportunities are planned to be available in November and June of each year. Students will be expected to attend lessons in these subjects, as required, to enable them to reach the required GCSE standard. For students achieving a grade 4 in English Language and/or Mathematics there is also a possibility for them to retake the qualification in order to improve their grade.



## Information and Communication Technology in the Sixth Form

Students have access to multi-media, Internet and e-mail resources both in the Sixth Form Centre and in the main school. They can use the facilities throughout the day, before and after school and during most holiday periods:

- for specific modules such as word processing/information retrieval and spreadsheet applications
- for completion of students' Higher Education and employment applications
- as a tool for personal study



**Meet Grace**

**Chemist, swimmer and  
(hopefully future) doctor.**







‘One thing I love about TMHS and Sixth Form is the strong sense of community you feel during your time as a student.’

Forever modest, Grace is a team player: friendly, conscientious and highly motivated. Her altruistic outlook belies the natural leader in her – keen to help others as unobtrusively as possible but assuming control when needed. Grace has grown in confidence greatly during her two years in the Sixth Form. Describing herself as a chemist, Grace is an accomplished swimmer (and swimming teacher) who aspires to be a doctor.





# Application Process

Applications are completed online. Please go to: -

[www.thomasmills.suffolk.sch.uk/sixth-form/open-evenings-applications](http://www.thomasmills.suffolk.sch.uk/sixth-form/open-evenings-applications)

For all applicants this will lead automatically to:

- An interview with sixth form staff
- Choices being fed into the options pattern
- A letter being sent to students after Easter, telling them and their parents what happens next

Students who have a Statement of Special Educational Needs or have special arrangements for public examinations - it is useful if they or their parents could discuss their needs with us at an early date.

**16-19 Bursary applications** – once enrolled, students may be eligible to apply for financial support towards the cost of education, depending upon personal/family circumstances. For more information about eligibility and how and when to apply, please refer to the Sixth Form section on the Thomas Mills High School website.

We hope that any questions which you may have will be answered by the information in this prospectus. However, if you do need to get in touch with a specific query please email [sixthform@thomasmills.suffolk.sch.uk](mailto:sixthform@thomasmills.suffolk.sch.uk)

Our students are  
drawn from a very  
wide area and  
come to us with a  
variety of abilities  
and aspirations.





# Location

The School's catchment area covers Wickham Market, Framlingham and the surrounding villages, but a significant proportion of the School's population (11-16) are out-of-catchment area pupils as parents make Thomas Mills their school of choice.

The School is situated on the outskirts of the pleasant and historic small town of Framlingham. The castle and church have many associations with the families who, in the Middle Ages, controlled much of East Anglia from their headquarters here. Family names associated with the castle and church are used for the School's six Houses, while the School motto originally belonged to Mary Tudor, who became Queen at Framlingham Castle in 1553.

We welcome pupils from a wide catchment area, including:

Badingham	Earl Soham	Hacheston & Lower Hacheston	Marlesford
Brandeston	Easton		Parham
Charsfield	Framlingham	Hoo	Pettistree
Cransford	Great Glemham	Kettleburgh	Saxtead
Dennington	Glevering	Letheringham	Wickham Market



# Contact

Further details on arranging a visit, application deadlines, or how to apply can be found at [sixthform@thomasmills.suffolk.sch.uk](mailto:sixthform@thomasmills.suffolk.sch.uk) or by calling our team on 01728 723493.

## Thomas Mills High School & Sixth Form

Saxtead Road  
Framlingham  
Woodbridge  
Suffolk  
IP13 9HE

Headteacher: Philip Hurst, BA, MA, MBA, NPQH  
Head of Sixth Form: Andrew Cann, BA





[www.thomasmills.suffolk.sch.uk](http://www.thomasmills.suffolk.sch.uk)